

**Historic, Archive Document**

Do not assume content reflects current scientific knowledge, policies, or practices.



Res 11-  
1  
3489294

LIBRARY  
16 plus years  
JAN 31 1962  
CURRENT SOCIAL RECORD

# EXTENSION SERVICE *Review*

JANUARY 1962

11-15 years

6-10 years

3-5 years

GRADUATE SCHOOL  
SUMMER SCHOOL

TRAVEL      CONFERENCES  
READING    WORKSHOPS  
ASSOCIATIONS



1 year

**Fitting Training  
Needs to Opportunities**

# EXTENSION SERVICE *Review*

Official monthly publication of  
Cooperative Extension Service:  
U. S. Department of Agriculture  
and State Land-Grant Colleges  
and Universities cooperating.

**T**he Extension Service Review is for Extension educators—in County, State and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their community.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes, and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

Vol. 33

January 1962

No. 1

Prepared in

Division of Information Programs  
Federal Extension Service, USDA  
Washington 25, D. C.

Division Director: *Elmer B. Winner*

Editor: *Walter A. Lloyd*

Assistant Editor: *Doris A. Walter*

## In This Issue

### Page

- 3 As near as your pen and paper
- 4 Know what to teach and how to teach
- 5 What should 4-H projects teach?
- 6 How to set priorities
- 7 Flanning ahead for sabbatical
- 8 What are possibilities
- 9 Charting his course
- 10 Coping with family living problems
- 11 More training in sociology and economics
- 12 Fellowships and scholarships
- 15 Summer schools
- 16 How do I stay technically proficient?
- 17 Aids to reach urban homemakers
- 18 Improved ways to work with people
- 19 Help in evaluating county work
- 20 Understanding of human relations
- 21 Changing audiences
- 23 Monthly revisions in publications inventory
- 24 Our daily bread

## EAR TO THE GROUND

Yep, I've got my ear to the ground. And my eyes on the calendar that says 1962. I'm not much of a hand on predicting the future. But I'll go this far. This year looks like it will be a banner one for professional improvement.

Extension workers have a lot of company when it comes to professional improvement. In fact, professional improvement appears to be enjoying a boom market. School teachers, doctors, engineers, architects, industrialists, professors, astronauts, and representatives of hundreds upon hundreds of other professions and vocations are busily seeking new knowledge and ways of using that knowledge.

This issue of the Review is beamed to the professional improvement of all Cooperative Extension workers. It covers the entire career road from new beginner on up the line to the veteran worker.

Study the cover for a moment. What place are you along that road? And by way of getting some new orientation on professional improvement, see the lead article. This will help you think through your own needs.

From there go on to the letters from county workers and others to

training leaders. These folks haven't pulled any punches in spelling out their professional improvement problems—from gaps in learning to financial status. And the leaders are equally frank in their replies. Suggestions and advice are in concrete terms. There are no pat answers. So don't expect to find the exact answer to your particular problem. Bet you find some first-class clues, though. And if you have been hesitating on talking to or writing your training leader, these letters may help start up the motivation motor.

And don't overlook the two-page spread on fellowships and scholarships. Maybe there's one that fills the bill for you. See, too, the page on summer schools. You have a wide choice of courses.

Building Public Understanding of Extension Youth Programs will be the theme of the February issue of the Extension Service Review. This issue will feature the why and how of telling the story of 4-H.

The opening articles will discuss what is 4-H today, the audiences we need to reach with this story, and how to reach them. The balance of the issue will give examples of State and county experiences in gaining public understanding of 4-H.—WAL

The Extension Service Review is published monthly by direction of the Secretary of Agriculture as administrative information required for the proper transaction of the public business. The printing of this publication has been approved by the Bureau of the Budget (June 26, 1958).

The Review is issued free by law to workers engaged in extension activities. Others may obtain copies from the Superintendent of Documents, Government Printing Office, Washington 25, D. C., at 15 cents per copy or by subscription at \$1.50 a year, domestic, and \$2.25, foreign.





16 plus yrs.

11-15 yrs.

3-5 yrs.

6-10 yrs.

1 yr.



# As Near as Your Pen and Paper

by MARY L. COLLINGS, Federal Extension Service

THERE is no room so big as the room for improvement." Are you considering ways you can improve as an extension worker? There never was a time when it was more necessary or crucial.

What do we extension workers need as 20th century adult educators? Of course, this varies with individuals as do all human qualities. But some educational shortcomings are commonly faced.

## Pinpointing Needs

We are part of one of the largest adult education organizations in the world. Yet we need to know more about the adult education movement and its growing body of research.

We need more understanding of the psychological and social bases of human behavior—how individuals and groups behave, why they believe as they do—and how to motivate them to new individual and group endeavor.

We need skills in communicating. Basic problems in the use of the writ-

ten and spoken word plague most of us.

Yes, almost all of us can say, our room for improvement is big, indeed.

## Career Stages

These identified gaps in educational leadership ability, however, are only half the story. They are associated with other needs, depending on the stage of professional growth we may have reached.

Those who study human development processes speak of the developmental tasks of youth and adults. They have identified such developmental tasks for youth as: accepting one's physical attributes, whether pleasing or unattractive, and achieving emotional independence of parents and other adults.

Adult developmental tasks are identified as: gaining and maintaining a position as a significant person in one's own world; acquiring a chance to act with relative independence, etc.

Adapting this concept of develop-

mental tasks to an extension career, we might say: each of us as an extension worker has career developmental tasks to do; each must grow in the profession he has chosen. Each works on these career tasks one at a time, or on several at once if he has the determination to do so.

Some tasks seem more appropriate at one stage of the career than at another. Training should be geared to help us undertake the tasks in sequence, each at the stage of the career when that task is most appropriate.

What are these career developmental tasks? Without the benefit of scientific experimentation to help identify them, we can only surmise that there are at least six career tasks. These have nothing to do with subject matter specifically, though technical subject matter competence is woven throughout the whole pattern. These tasks are:

- *Establishing one's self in job performance.* As new workers we have, first, to find a place for ourselves. We must prove to ourselves and others that we personally can perform the

(See *Your Pen and Paper*, page 22)

*An agricultural agent  
with 1 year's experience needs to*

# Know What to Teach and How to Teach

Dr. Sam Gwinn  
Associate Director  
Agricultural Extension  
University of Delaware

Dear Dr. Gwinn:

Now that I have been in county extension work for a year I am trying to do some self evaluation.

As you know I have an M.S. degree in horticulture. I was reared on a vegetable and grain farm and spent over 3 years working with the crops research program at the University.

During my undergraduate and graduate work, I received little training in communications, time management, leadership development, and understanding and working with people. During the past year I have realized the importance of these areas and my lack of knowledge in them. Knowing technical subject matter is important, but I also need to know how to convey this information.

What training do you think I could fit into my schedule during the next couple of years? I do not feel that I can take time now for further graduate work. I have a family and other financial obligations that make graduate study impractical at present. Additional training seems imperative, however, to supplement my experience and for me to keep abreast of specialization and changing times.

Perhaps the question foremost in my mind is how can I best get further training in so many different fields to meet the challenge of specialized agriculture?

I like extension work and definitely feel I would like to make it my career. But at this stage, it is hard to decide in which direction I should go and the specific training I need.

I will be interested in your comments on these questions.

Sincerely,  
Edward Ralph  
Associate Sussex County Agent

## Self Study Is Vital

Dear Mr. Ralph:

I commend you for an honest effort to take a professional look at your work after only 1 year of employment. Let me assure you that most new agents experience similar feelings. This is particularly true with agents who have not had previous contact with extension work and those who have been trained in specific subject matter.

I'm sure most of the problems you have encountered can be overcome



with the proper guidance and training.

I sense you feel the only way to improve yourself professionally is to do further graduate work. At the same time, you indicate this is not possible. I would suggest that you do more self evaluation before coming to any definite conclusions about further training needed and how best to secure it.

I suggest you continue to work closely with the specialists in forage crops and ornamental horticulture. The training they offer to farmers and commercial groups is excellent. Local garden clubs and nurseries usually have excellent educational meetings and you could profit by association with them.

I would also encourage you to attend one or more of our State short courses during the winter. These are good refresher courses in technical subject matter.

It would be an excellent idea for you to attend some of the regional workshops for extension personnel. The workshops deal with actual problems by providing a variety of experiences in groups and exchange of ideas and experiences.

You should not overlook opportunities for professional improvement at the local or county level. The university offers a variety of extension courses in most subject matter fields. Courses in psychology, education, speech, economics, and others are offered for graduate credit as a regular part of the University curriculum. Many high schools also have valuable adult evening classes.

You should also consider attending one of the regional extension summer schools. These offer courses in extension programing, leadership development, community organization, communications, psychology, and other areas.

Finally, graduate training should always be considered an essential part of professional improvement. This should be directed toward improving one's ability to handle his present job, to prepare for greater responsibility, or to fulfill a desire for additional knowledge or professional improvement.

As you see, I've directed most of my thoughts to on-the-job-training. This is because of your particular situation and my conviction that much of the specialized training required by extension must be obtained on the job.

Extension workers have many other opportunities for professional help. These include association with professional organizations and reading.

Training needs of agents vary widely from person to person. So each worker needs to do a lot of self study as well as participate in a wide range of training activities. I'm a strong believer in self study as a part of any professional improvement program.

Let me know if I can help you reach your educational goals.

Sincerely,  
Sam Gwinn  
Associate Director



*A home agent with  
1 year's experience asks*

# What Should 4-H Projects Teach?

Dr. Betty Jean Brannan  
Field Studies and Training Specialist  
Oklahoma State University

Dear Dr. Brannan:

Recent conferences with our 4-H adult leaders indicate that they and the club members have a profound interest in the clothing program. But they have a difference in interests which seems to be a growing problem.

Leaders are most interested in aspects of clothing construction techniques. Boys and girls are more deeply concerned with the social and psychological aspects of the clothes they wear.

The clothing that youngsters wear today makes deep impressions and forms personality habits. Girls with extra long legs are ill at ease in shorter length dresses just as heavy boys are uncomfortable in tapered shirts.

I believe that in some cases the importance of clothing construction techniques is surpassed by the personal feelings of the youngster while wearing certain clothes. Little information seems available in this important clothing field.

I would like suggestions on how and where I can obtain information on the importance, both socially and psychologically, of appropriate dress for the individual and how I can make leaders aware of its importance to the youngsters.

Sincerely yours,  
Jane Berry, Associate  
Home Demonstration Agent  
Washington County



Dr. Betty Jean Brannan, field studies and training specialist, (right) advises Mrs. Jane Berry, associate home demonstration agent, of training possibilities to help her improve the Washington County youth program.

## Studying Social Aspects

Dear Mrs. Berry:

Social and psychological aspects of clothing and their place in the total 4-H club clothing program are important in the further development of this phase of 4-H work. And the need for greater emphasis on social, psychological, and economic aspects of the total home economics extension program is recognized.

Your district home demonstration agent is aware of the need of placing greater emphasis on these aspects in the clothing program. She believes the staff in her area needs specific training in this field.

We are planning, with one of the clothing specialists, a 1-day intensive training session. We hope that through this session home agents will

become increasingly aware of the importance of these aspects in the clothing program, become acquainted with reliable sources of information in this field, and develop some understanding of working with youth and adults on this matter.

One or more courses concerned with the sociological aspects of clothing, as well as other home economics subject matter areas, are being offered at some summer schools. A 4-week course will be offered at Oklahoma State University through the Department of Clothing, Textiles, and Merchandising. A similar course is planned in housing and interior design.

You previously indicated interest in completing work for a master's degree in clothing and textiles. You and your advisory committee may want to consider including some social science courses in your plan of study. These could give you additional principles for working with adults and youth in the program you hope to develop.

Have you given thought to your master's research project? You might be interested in planning a study which would involve developing a pilot leader training program, carrying it out, and evaluating its effectiveness.

I hope these suggestions offer possible solutions to your problem.

Most sincerely,  
Betty Jean Brannan  
Field Studies and  
Training Specialist



*An agricultural agent  
with 1 year's experience asks*

## How to Set Priorities

Jack C. Ferver, Leader  
Extension Personnel Development  
Programs  
Michigan State University

Dear Jack:

Several experiences during my first few months on the extension staff have indicated some problems with which I need help.

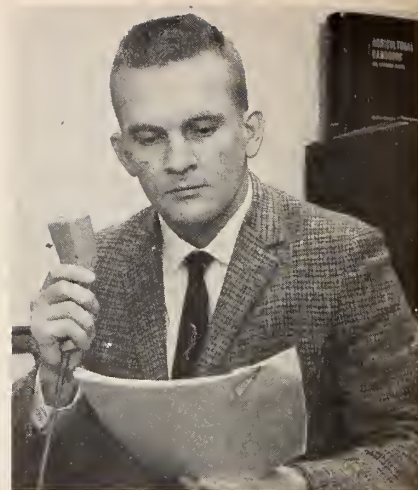
The overall problem is: How can I determine the greatest needs of county people and the best methods to meet these needs.

More specifically, I find myself becoming involved in traditional and scheduled activities. I am not always certain if my time is being used to best advantage. An agent needs time



to determine needs and develop programs and projects to meet them.

As a new agent, I should meet as many people in the county as possible. I should meet not only those who have been extension cooperators in



the past, but others whose needs are our concern. How can I effectively use my time to include these people in the overall extension program?

I will be interested in hearing from you concerning these problems.

Sincerely yours,

Marvin H. Wassenaar  
Gratiot County Extension Agent,  
Agriculture

## Find Support from Many Sources

Dear Marvin:

The problem which you pose is difficult. But the training you received while obtaining your M.A. degree in Agriculture Education and your teaching experience should help you.

I am sure you have found many staff members willing to give you advice. I hope you have also found that the strength of our organization lies in creative individuals who seek their own approaches to the job.

The questions you raise are concerned with both the content of your program and the process of determining this content. Your questions are important enough that you might well concentrate your professional development program for the next year or two in searching for answers. For the immediate future I suggest independent reading and study, college courses, conferences and workshops, and visits with other workers.

It is difficult but absolutely essential to find time for professional reading. Enclosed is a list of books and periodicals available from our institute li-

brary. I checked a few volumes which I believe would be of interest to you.

In your office are copies of the 1958 Scope Report, its companion Program Guide, and the 1960 Report on the Future of Michigan State University. These documents merit careful study.



Besides off-campus courses offered by Michigan State, you may find valuable offerings at other colleges in the area. Courses in psychology, educa-

tional philosophy, education, and sociology should be helpful. You may also want to explore extension programming at one of the Regional Extension Schools.

Conferences, both within and outside of Extension, also provide an opportunity to explore such questions as you raise.

Why not discuss with your county and district directors the possibility of visiting other staff members to explore your questions?

Many other approaches could be suggested, Marvin. I would welcome an opportunity to discuss your questions further. In the final analysis, however, it is up to you to avail yourself of opportunities for professional development.

You will find support from many sources, for it is recognized that our service will be only as strong as our people.

Sincerely,

Jack C. Ferver, Leader  
Extension Personnel Development Programs



*A home agent with  
5 years' experience is*

# Planning Ahead for Sabbatical

Miss Lucy M. Allen  
Program Leader, Extension Education  
University of California

Dear Lucy:

About a year from now I will have the privilege of going on sabbatical leave. I find that both a privilege and a responsibility. Consequently, many questions are on my mind. What shall I take? Where shall I go?

The home economics assistant program leader, the county director, and I have discussed this leave. We first took a look at Stanislaus County and the changes which may have significant implications for our home economics program. We also discussed the directions toward which Extension is moving and why.

Stanislaus, like many counties, is rapidly increasing in population. There is a decrease in the number of farms and a growth of suburban areas. Although the average income level is high, we have many low-income families. The trend toward teenage marriages continues. And these young families are starting out with little knowledge of family finances, nutrition, and buying furniture or equipment.

Because of the growing amount of research and technical knowledge available, we must have some subject matter specialization. So I have certain designated responsibilities. I will have major responsibility for the clothing and textiles with some responsibility in home furnishings. I will also have considerable responsibility in home management, particularly family finance and equipment.

Much of my work has dealt with young families and will continue to do so. One of my major problems will be how to reach more of these young families. Mass media will probably be an important means of reaching them, so I should like to develop competence in communications.

There are other questions on which I want guidance and judgment. Shall I work for an advanced degree? Would I have a more flexible program as a special student, which might enable me to take work that would perhaps more definitely benefit the county program?

I hope we may discuss all of the possibilities further.

Sincerely,  
Madelyn Williams  
Stanislaus County  
Home Advisor

## Think Through Your Objectives

Dear Madelyn:

Your letter indicating your desire to develop plans for sabbatical leave is certainly timely. You need a year or more to develop a plan for productive sabbatical leave.

Perhaps the most difficult, illusive, and time-consuming step in planning any form of professional improvement, is determining your objectives for study as they relate to your responsibilities. From the information in your letter, I believe you are ready to think through and write out some carefully stated objectives. When your objectives are defined, they will help you find the answers to most of your other questions.

Since your undergraduate training was taken at the University of California, you may want to consider an institution in another part of the United States for study now. This would help broaden your learning experiences.

A full year of sabbatical leave also may offer you time to visit other extension workers tackling the problems of working with young families. The Federal Extension office can tell you

where work of this kind is being done.

Since your major responsibility is in clothing and textiles, I suggest you ask the clothing specialists to recommend institutions where good teaching and research are available. They can help you narrow down the selection. At the same time, you will want to look at the communications courses offered at those institutions.

If you cannot take course work in all the subject matter areas you want to cover, there may be other ways of getting the information. Discuss with home management specialists the possibility of field trips to commercial concerns and testing laboratories.

You may want to consider the degree of flexibility allowed in selecting courses of study. An increasing number of institutions give graduate students an opportunity to take work that crosses department lines. This flexibility will be important to you in fulfilling your objectives.

"Should I work for an advanced degree?" This is being asked by many staff members who apply for sabbatical leave. The answer, it seems to me, lies in your own objectives, based on your own needs.

Your first responsibility in accepting the privilege of sabbatical leave is to fulfill the requirements of the sabbatical regulations "to enhance your service to the university." The trend toward higher degrees is strong and will have added importance in the future. But attaining a higher degree just for the sake of the degree itself should not be the ultimate goal.

Can you achieve your objectives and at the same time fulfill the requirements for an advanced degree? Experiences of other staff members who have had similar needs indicate that you can. Correspondence with department heads in the institutions you explore should help you answer this question.

You and the university are going to invest a year of your professional and personal life and a considerable amount of money in this sabbatical. So the State office resources are available to assist you in any way possible to develop a program that will make this year most profitable.

Sincerely,  
Lucy M. Allen  
Program Leader  
Extension Education



*A Home Agent with 10  
years' experience asks*

# What Are Possibilities?

Claire Gilbert

Extension Training and Studies Specialist

College of Home Economics  
University of Tennessee

Dear Miss Gilbert:

I strongly believe it is the duty of all extension workers to keep up professionally. And I know of no better way than through advanced study.

My bachelor's degree is from a State college and I would like to do graduate work at the University of Tennessee. I need more information about possible study plans that would help me most. I also would like information on course offerings and available financial assistance.

I often encourage other agents to plan for further study. They frequently ask me about advanced work since I am one of the senior agents in our area.

The need to be more efficient in training leaders in the county is one of my problems. These volunteers are capable, willing to accept responsibility, and anxious to contribute to our home economics extension program. I want to provide them the best training possible.

The Craft Workshop at Gatlinburg last summer was so helpful that I should like to have similar training in another field. Are there short courses of 3 weeks or less time that I might attend and earn graduate credit?

Short courses in clothing, program development, and crafts have been helpful in leader training. I would like more short term training while I wait for a concentrated period of study on a master's degree. What are the possibilities?

Very truly yours

Maurine Cassetty

Putnam County Home Demonstration Agent



## A Master's?

Dear Mrs. Cassetty:

Your recent letter asks two questions that seem to be in the minds of many Tennessee home economics extension workers. You are concerned about short courses to provide immediate help and about graduate study leading to a master's degree.

You will be interested to know that short courses in family relationships and home management have just been made part of the summer program at the University of Tennessee. Both courses offer 3 quarter-hours of graduate credit. The content has been planned to provide agents, teachers, and others with current information in family life and home management.

These two courses are in addition to the Craft Workshop offered each year at Gatlinburg. Expert craftsmen come from many parts of the country to teach. Crafts may be taken as a 3 or 6 weeks' course.

As you have suggested, volunteer leaders need up-to-date information to help members adjust to economic, social, and technical changes. They look to you to provide their training. I am sure any of the courses—family relationships, home management, or crafts—would provide you with many new ideas and effective means of helping leaders.

You may want to consider the winter short course for extension workers, given for 5 weeks in February and March. This offers short courses in extension education and subject matter fields. It also gives students a chance to satisfy some requirements for a master's degree.

From your experience with short courses at Regional Summer Schools, the University of Tennessee, and the Crafts Workshop, you know the im-

mediate values in such training. You would be wise to fit all the training you take into a plan for advanced study leading to a master's degree.

Your interest in a master's degree from the university and your desire to tell other agents about opportunities seem to warrant a rather detailed statement.

The University of Tennessee established the areas of Agricultural Extension and Home Demonstration Methods in the Colleges of Agriculture and Home Economics. These areas are characterized by an individualized and interdisciplinary approach to education. As a graduate student, you have opportunity to add to your technical know-how while improving your effectiveness as an educator.

Offerings are varied enough to provide a combination tailored to meet your needs or those of any home economics extension worker. The same can be said for agricultural agents.

The university has a strong research program to support resident instruction. You, as a member of the extension staff, make constant use of research findings in your teaching.

The thesis may be so developed as to add depth to your knowledge in a chosen aspect of your major area. This research experience will help you learn techniques useful in evaluating your progress, in report writing, and in cooperating with extension studies.

To help finance graduate study, the College of Home Economics has assistantships available in each department. The stipend is \$1,000 plus waiver of tuition and fees. Other fellowships in home economics are available through Federal Extension Service.

More detailed information on graduate offerings for extension workers is available in a brochure published recently. The university catalog will answer your more general questions.

Let me know if I can provide further information. Your talking with other agents may encourage them to seek more training for professional improvement. I shall be glad to answer their questions also.

Very truly yours,

Claire Gilbert

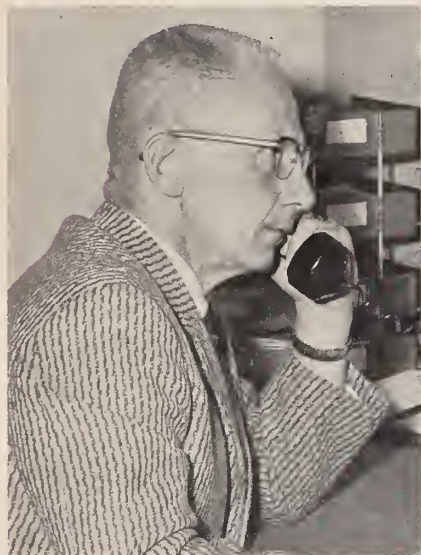
Extension Training and Studies Specialist

College of Home Economics



*An agricultural agent with  
6 years' experience is*

## Charting His Course



Dr. Duane Loewenstein  
State Leader  
Extension Studies & Training  
University of Nebraska  
Dear Duane:

I would like your assistance in outlining and evaluating possibilities of further professional training. I now have over 6 years of experience in Extension. This followed 6 years of teaching vocational agriculture and 2 years in business.

Extension is my chosen career. My work has offered me stimulating challenges but has also created some problems. Briefly, these problems are in the areas of county administration, program development, and teaching methods.

My postgraduate work includes 12 hours in vocational education, 3 hours

of extension summer school in farm and home management and agricultural policy, and a 3-week workshop in adult education.

There are other reasons why I am concerned about graduate study. Need for technological information and possible reorganization of county staffs to provide specialist help in various fields are among them. Furthermore, the role of Extension in serving both rural and urban people and the broadened scope of programs are important to my work.

I should mention family and financial considerations. My wife and our four children are comfortably settled in our home, purchased 4 years ago. Our extra funds have gone into our home, but we can make some financial adjustments. My wife will complete undergraduate work in elementary education this summer and might be able to obtain employment. But finances will be a major concern in undertaking advanced education.

These are some of the circumstances influencing my inquiry into a graduate study program. Your suggestions on charting a future course will be appreciated.

Sincerely,  
Hugo J. Zimmerman  
Platte County Extension Agent

## In the Right Direction

Dear Hugo:

Your letter indicates careful analysis of the need for professional improvement to meet the pressing challenges of today.

My suggestions for graduate study are limited to the opportunities available. These opportunities are influenced by your interests, age, undergraduate record, ability in doing graduate work, present position and job performance rating, potential job capabilities, possible openings, and family and financial situation.

I assume your long-range goals include a graduate program leading to masters and doctorate degrees. Your past performance and personal potentialities seem to warrant this.

At this time we can offer you the opportunity to take course work in the Department of Agricultural Eco-

nomics. This course work over a period of about three semesters and one summer session, could lead to a



master's degree. Some of your completed graduate courses might apply toward requirements and electives of this program.

Although this suggested graduate experience might not be in direct line with your present major interests, it seems an appropriate direction. Opportunities could be explored at other institutions but financial assistance may be more limited elsewhere.

By the time you are in position to explore graduate experiences which could lead to a doctorate in your major interests, your family income can be increased as you indicated. Also, your master's level scholastic record can be important if you elect to work on the next level at another institution.

We can explore the possibilities further at a later date.

Sincerely yours,  
Duane E. Loewenstein  
State Leader  
Extension Studies & Training





*A home agent with  
11-15 years' experience is*

# Coping with Family Living Problems

Mr. G. E. McProud  
Extension Studies Specialist  
University of Idaho

Dear Mr. McProud:

In recent county program planning work, many of the women's priorities and recommendations have been in the fields of the humanities and family relations.

As you know, I have had several years of experience and limited graduate study. Formal home economics training did not stress these subjects. To keep the county extension program up-to-date, I need specialized family living training.

This year four problems were foremost in the minds of the committee developing our county extension program. I would like to list these and ask how I might seek further training which would help me in counseling and assisting with these areas.

The four problems are:

What role does the homemaker fit into today and how can she prepare herself to adjust to this technological age?

How can homemakers guide and direct youth, who are maturing faster and marrying earlier, into a happy, useful life?

Young homemakers have not been trained for problems of husband and wife relationship, understanding of young children, best use of limited income, complexities of housing.

With standards of living at an all time high, manipulative skills are no longer so import-

ant. How can women learn to see the need to develop themselves in other ways than in these skills?

Sincerely,  
Lucia L. Wilson  
Extension Home Agent  
Ada County

## Consider Alternative Programs

Dear Lucia:

Your report that women of the Ada County program planning committees want more humanities and family relations information is in keeping with a nationwide trend. The major concerns of many homemakers are directed beyond food, clothing, and shelter to areas such as you have named.

You have helped with the problem of outlining a satisfactory study program by stating the specific fields in which you want to work. By taking into account your county's social situation, the extent of your formal training, your own personal interests, and the expressed desires of your co-operators, you have made an excellent choice of a study area.

Before deciding on a specific study program, we must consider several situations.

First, what are the types of programs you would consider undertaking? Several are available, including selected reference reading, correspondence courses, field extension courses, short term schools for extension workers, workshops, summer schools, part-time attendance at institutions of higher learning, and full-time college enrollment.

Before deciding on any of these study program possibilities we should consider what effect each would have on your family, home, and county extension program.

Will you be able to continue living as at present? Could you do course work in addition to your regular job and home responsibilities?

As you know, the University of Idaho's matching time program, to attend short term schools, is offered to staff members with 6 or more years of service. Would courses available in this program meet your needs?

Courses in the humanities and family relations are available at our own State university and many other institutions throughout the country. Some of these institutions offer work that specifically applies to extension situations and operations. I believe that work done under one of these programs would be productive and satisfactory.

When a long absence from the job is planned, consider the effect it will have on your present position and the overall program. Will the position be available to you on your return?

What will be the cost of the advance study? Several scholarships are available to extension home agents. We can jointly explore the possibility of securing such study aid for you.

Almost everyone who has followed a well chosen course of advanced work, is pleased to have done it. The reward comes not only in a possible salary increase, but improved programs and satisfactions both for ourselves and for the people we serve. I shall be glad to work with you more specifically on this project.

Sincerely,  
Elbert McProud  
Extension Studies Specialist



*An agricultural agent with more than  
10 years' experience seeks*

## More Training in Sociology and Economics

Mr. Roger L. Lawrence  
Extension Specialist in Training  
Iowa State University

Dear Mr. Lawrence:

Many of us county extension directors who have been out of school for a number of years see the need for further formal education.

A recent study by the Professional Improvement Committee of the Iowa County Extension Directors Association shows that almost all of the 157 members look with favor on training that will lead to an advanced degree.

I'm sure from this study that I'm not alone in feeling a need for more further formal education.

The rapidly changing situation in my county calls for more education,

particularly in sociology and economics. To help people solve community problems which are becoming more acute and more involved, we need thorough training in these subject matter areas.

In Guthrie County these problems are being brought about by a rapid decline in population, both on the farm and in town, and lack of new capital investment. All have a tremendous economic and sociological impact on the county people.

I took the off-campus course in education taught by Glenn Holmes in 1952. At Regional Extension Summer School in 1960 I studied Principles in the Development of Farm Policy and Public Relations.

It appears that my training needs could best be met through resident



university study toward an advanced degree.

Many are in my position when it comes to "pulling up stakes" and going back to school. My wife and I have five daughters. We own our own home and are both active in community affairs. However, I live within 75 miles of the university.

I would appreciate your suggestions in regard to further training.

Sincerely,

Louie O. Hansen

Guthrie County Extension Director

## Many Opportunities Available

Dear Louie:

I appreciate your letter expressing continuing interest in professional improvement. Many staff members have expressed the same or similar interests in the past few years.

There are a number of opportunities available to help you meet your needs. Additional opportunities can be made available as interest is expressed and as resources permit. We have covered some of these areas in our district conference programs and at some of our other inservice training events.

We might list some of the additional opportunities under the headings: informal on-the-job opportunities, formal on-the-job opportunities, and off-the-job opportunities.

Informal on-the-job opportunities include continuing inservice training

at district conferences. In addition we can secure helpful reading references in the areas of your interests.

You mentioned having had the off-campus course in adult education. There are other possibilities. George



Beal is currently starting an off-campus class in community development. I will suggest to your supervisor that possibilities for off-campus classes in your area be explored at your next district conference. There is also a possibility that we can organize more on-campus courses that could be taught at a time when field staff members could participate.

With Regional Extension Schools in winter as well as summer, more of our staff members are participating. There may be additional opportunities of interest to you from time to time.

Your letter indicates that off-the-job opportunities offer the most promise in meeting your needs. As you know, Iowa State has an excellent reputation for work in both economics and sociology.

We have a few extension assistant-

(See *Many Available*, page 23)

# FELLOWSHIPS and SCH

## Farm Foundation Extension Fellowships

This foundation offers fellowships to agricultural extension workers, with priority given to those on the administrative level, including directors; assistant directors; and supervisors of county agents, home demonstration agents, and 4-H club workers. Individuals being trained to assume administrative responsibility will be considered if the quota is not filled from supervisory staff. Fellowships will apply to staff members of the State extension services and USDA.

Courses of study may be pursued for 1 quarter, 1 semester, or 9 months. The amount of the awards will be determined individually on the basis of period of study and need for financial assistance. Maximum grant will be \$4,000 for 9 months' training.

It is suggested that the courses of study center in the social sciences and in courses dealing with educational administration and methodology. Emphasis should be on agricultural economics, rural sociology, psychology, political science, and agricultural geography.

The fellowships to administrators and supervisors apply in any one of the following universities and colleges: California, Chicago, Cornell, Harvard, Illinois, Iowa State, Michigan State, Minnesota, North Carolina State, and Wisconsin.

Applications are made through State directors of extension to Joseph Ackerman, Managing Director, Farm Foundation, 600 South Michigan Avenue, Chicago 5, Ill.

Forms are available from State directors of extension. Applications must reach the Farm Foundation not later than March 1.

## Grace Frysinger Fellowships

Two Grace Frysinger Fellowships have been established by the National Home Demonstration Agents' Association to give home demonstration agents an opportunity to study and observe home demonstration work in other States.

The fellowships, established as a tribute to Grace E. Frysinger, are \$500 each to cover expenses of one month's study.

Each State may nominate one candidate. Agents to receive the fellowships will be selected by the National Home Demonstration Agents' Association.

Applications are handled by the State Association Professional Improvement and Fellowship Chairman in cooperation with State home demonstration leaders. Forms can be secured from the State chairmen or the National chairman, Margaret Isenhower, Extension Home Economist, Courthouse Annex, Hollidaysburg, Pa.

## Horace A. Moses Foundation

The Horace A. Moses Foundation, Inc., West Springfield, Mass., is providing 102 scholarships of \$100 each, 2 in each State and Puerto Rico, to qualified professional staff members of the Cooperative Extension Service.

Applicants are nominated by their respective State extension directors to the scholarship committee appointed by the Extension Committee on Organization and Policy.

Preference will be given to a man and a woman county extension worker from each State if all other considerations are equal. The applicant shall not have previously received one of these scholarships and must be de-

voting one-third or more time to work with rural youth.

The scholarships are to be used for attendance at one of the approved short-term (3 weeks or longer) schools for extension workers. The applicant is to enroll in the 4-H course plus others of his choice.

Applications must be made by January 1 for winter school and by April 1 for extension summer school. Applications should be made through the State director of extension to the Extension Training Branch, Federal Extension Service, U. S. Department of Agriculture, Washington 25, D. C.

## Sarah Bradley Tyson Memorial Fellowships

The Woman's National Farm and Garden Association offers Sarah Bradley Tyson Memorial Fellowships of \$500. They are for advanced study in agriculture, horticulture, and "related professions." The term "related professions" is interpreted broadly to include home economics. Again this year the Association is making available two such fellowships.

Applications should be made to Mrs. Robert A. Lehman, 235 East 22nd Street, New York 10, N. Y.

## Farm Foundation Scholarships for Supervisors

The Farm Foundation offers 20 scholarships to extension supervisors.

The Farm Foundation will pay \$100 toward the expenses of one supervisor per State up to 20 States enrolled in the supervisory course during the 1962 summer session at the National Agricultural Extension Center for Advanced Study.



# SCHOLARSHIPS



Applications should be made by April 1 through the State directors to R. C. Clark, Director, National Agricultural Extension Center, University of Wisconsin, Madison 6, Wis.

## Farm Foundation Marketing Scholarships

The Farm Foundation is offering 20 scholarships—5 in each extension region—for marketing specialists, district supervisors, and marketing agents attending the Regional Extension School at the University of Wisconsin.

The Foundation will pay \$100 to each recipient.

Applications for scholarships should be made by April 1. They should be sent through the State director of extension to Associate Dean V. E. Kivlin, College of Agriculture, University of Wisconsin, Madison 6, Wis.

## National Agricultural Extension Center For Advanced Study

Fellowships are awarded annually on a competitive basis to degree candidates or special students.

Fellowships are limited to persons in administrative, supervisory, or training positions in the Cooperative Extension Service within the 50 States and Puerto Rico. Other persons may be considered if their administration strongly recommends them as individuals to be employed in the near future for administrative, supervisory, or statewide training responsibilities.

For students without other financial support, fellowships amount to \$3,000 for the calendar year for a per-

son without dependents and \$4,800 for a person with three or more dependents. The individual and his institution are expected to contribute financially to the maximum of their resources. The amount of the fellowship will be prorated accordingly.

Applications for admission to the graduate training program in the Center, including applications for admission to the University of Wisconsin Graduate School for either the summer or fall semester of 1962, must be received not later than March 1, 1962.

The Center for Advanced Study is sponsored cooperatively by the American Association of Land-Grant Colleges and State Universities, the Federal Extension Service, the W. K. Kellogg Foundation, and the University of Wisconsin.

Persons interested in opportunities at the Center should write to Dr. R. C. Clark, Director, National Agricultural Extension Center for Advanced Study, College of Agriculture, University of Wisconsin, Madison 6, Wis.

## University of Chicago Extension Fellowships

The Department of Education, University of Chicago, will make five university extension fellowship grants in 1962-63.

The grants are available to U. S. personnel in general university extension, the Cooperative Extension Service, or evening college activities. The stipend is \$5,000 for four quarters of consecutive residence study in the Department of Education at the University of Chicago. Closing date for submitting an application is February 15, 1962.

Application forms are available from Dr. Cyril O. Houle, Chairman, University Extension Fellowships, Department of Education, The University of Chicago, 5835 Kimbark Avenue, Chicago 37, Ill.

Selections will be made on the basis of the candidate's academic record, motives in seeking advanced training, and leadership potential.

## National 4-H Service Committee and Massey-Ferguson, Inc. Cooperating with the Federal Extension Service

Six National 4-H Fellowships of \$3,000 each are available to young extension workers who are former 4-H members. These are for 12 months of study in the United States Department of Agriculture under the guidance of the Federal Extension Service.

Two of these fellowships are provided by the National 4-H Service Committee, Chicago, Ill., and four by Massey-Ferguson, Inc., Detroit, Mich.

Fellows may study at a Washington, D. C. area institution of higher learning or may organize an out-of-school program of study.

Fellowships are awarded to young men and women from nominations by State directors of extension or State 4-H club leaders to the Extension Training Branch, Federal Extension Service, U. S. Department of Agriculture, Washington 25, D. C. Applications may be obtained from the State director of extension.

The applicant shall not have passed his 32nd birthday on June 1, 1962. Deadline for application is March 1.

*(Continued on next page)*



## Pfizer Awards

The Agricultural Division of Chas. A. Pfizer & Co., Inc., of New York, N. Y., will sponsor two fellowships to be awarded in the fall of 1962 for graduate study leading to a degree.

The fellowships are available to county agricultural agents (including associates and assistants) doing adult or 4-H work in animal husbandry, dairy, or poultry management. The awards are \$3,000 each.

Applications may be obtained from the State extension director. Any county agricultural agent with a minimum of 5 years' experience may submit an application to his State selection committee.

One application from each State should be approved by the State selection committee. It should be forwarded with a letter of approval by July 1, 1962, to the Extension Training Branch, U. S. Department of Agriculture, Washington 25, D. C.

## Sears-Roebuck Foundation and National 4-H Club Foundation

Fifty scholarships are available to extension workers for training in the National Workshop in Human Development and Human Relations. These scholarships are provided through the National 4-H Club Foundation, by a grant from the Sears-Roebuck Foundation.

The workshop will be held June 18-July 27 at the National 4-H Center, Chevy Chase, Md., in cooperation with the College of General Studies, George Washington University.

Scholarship applications will be open to men and women extension workers from each State and Puerto Rico. States are encouraged to nominate teams of two or more staff members.

Special consideration will be given to extension supervisors, State leaders of training, State 4-H club personnel, family life specialists, and others having responsibility for training in this field of study.

Applicants shall not have received one of these scholarships before. Scholarships will range from \$175 to \$225.

Applications may be obtained from

the State extension director. Approved applications are to be sent by the State director to Extension Training Branch, Federal Extension Service, USDA, Washington 25, D. C., by April 1.

## Farm Foundation Scholarships in Public Agricultural Policy

The Farm Foundation is offering 100 scholarships, 25 to each extension region, for county extension agents attending the Regional Extension School courses in public agricultural policy.

The Foundation will pay \$100 of the expenses of the agents selected by the directors. Both agricultural and home agents are eligible.

Applications for scholarships should be made by January 1 for winter school and by April 1 for summer school. They should be sent through the State director of extension to Dr. Joseph Ackerman, Managing Director, Farm Foundation, 600 South Michigan Avenue, Chicago 5, Ill.

## Fellowships, Scholarships and Assistantships in Extension Education

**University of Florida:** One fellowship of \$1,650 and one teaching and research assistantship of \$2,000. Contact Dr. E. G. Rodgers or Dr. S. E. Grigsby, College of Agriculture, University of Florida, Gainesville, Fla.

**University of Tennessee:** College of Home Economics. One assistantship of \$1,000 plus waiver of tuition and fees. Contact Dr. Claire Gilbert, Extension Training and Studies Specialist, College of Home Economics, University of Tennessee, Knoxville, Tenn.

**Washington State University:** Edward E. Graff Educational Grant of \$600. (The grant is awarded in amounts of \$200 on a semester basis and upon completion of the research report.) Contact E. J. Kreizinger, State Leader, Extension Research and Training, Washington State University, Pullman, Wash.

**Ohio State University:** One research assistantship of \$2,400. Contact Dr.

R. W. McCormick, Assistant Director, Ohio Extension Service, 2120 Fyffe Road, Ohio State University, Columbus 10, Ohio.

**Kansas State University:** Two assistantships of \$3,000 each. Contact Dr. W. E. Ringler, Assistant Director, Kansas Extension Service, Kansas State University, Manhattan, Kans.

**Cornell University:** Teaching Research Assistantships—\$2,500 each; a limited number of tuition and fees scholarships on a competitive basis—approximately \$600 each. Contact Dr. J. Paul Leagans, Professor of Extension Education, School of Education, Cornell University, Ithaca, N. Y.

## References on Scholarships And Fellowships for Graduate Study

The following publications are references on scholarships and fellowships for graduate students.

Feingold, S. Norman. *Scholarships, Fellowships and Loans*. Boston: Bellman Publishing Co., Inc., 1955 (3 volumes).

U. S. Department of Health, Education, and Welfare, Office of Education. *Financial Aid for College Students: Graduate*. Washington, D.C.: U. S. Government Printing Office, 1957. (Bulletin 1957, No. 17).

Wilkins, Theresa Birch. *Scholarships and Fellowships Available at Institutions of Higher Education*. Federal Security Agency, Bulletin 1951. Washington, D. C., U. S. Government Printing Office, 1951.

Schiltz, M. E. *Fellowships in the Arts and Sciences 1962-63*. Washington, D. C.: American Council on Education, 1961.

Ness, F. W. *A Guide to Graduate Study*. Washington, D. C.: American Council on Education, 1960.

"Opportunities for Graduate Assistantships, Fellowships and Scholarships." *American Journal of Home Economics*, February issues—1960, 1962.

U. S. Department of State, Bureau of Educational and Cultural Affairs. *Educational and Cultural Exchange Opportunities*. Washington, D. C.: U. S. Government Printing Office, 1961. (Publication 7201).





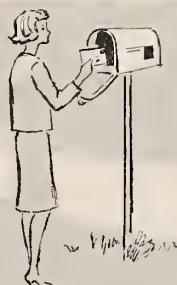
Brochures describing course offerings, registration information, and housing accommodations at extension summer schools are available from:

**Colorado State University:** Howard D. Finch, Education and Training Officer, Cooperative Extension Service, Colorado State University, Fort Collins, Colo.

**Cornell University:** Dr. Arthur E. Durfee, Associate Director of Extension, New York State College of Agriculture, Ithaca, N. Y.

**Prairie View Agricultural and Mechanical College:** Dr. J. L. Brown, Director of Extramural Services, Prairie View A. and M. College, Prairie View, Tex.

**University of Wisconsin:** Dean V. E. Kivlin, College of Agriculture, University of Wisconsin, Madison 6, Wis.



### **Colorado State University Fort Collins, June 18-July 6**

Organization and Development of Extension Programs, E. L. Kirby, Ohio  
Principles in the Development of Youth Programs, R. O. Monosmith, California

Impact of Change on Home and Family Living, Loretta Cowden, Federal Extension Service

Public Relations in Extension Education, W. L. Nunn, Minnesota

Impact of Change on Agriculture, Eber W. Eldridge, Iowa

Principles in the Development of Agricultural Policy, T. R. Timm, Texas

Human Behavior in Extension Work, Bardin Nelson, Texas

County Extension Administration, L. M. Schruben, Federal Extension Service

Community Development, Stewart G. Case, Colorado

### **University of Wisconsin Madison, May 28-June 16**

Evaluation of Extension Work, P. G. Boyle, Wisconsin

Rural Sociology for Extension Workers, D. E. Johnson, Wisconsin

4-H Club Organization and Procedure, John Banning, Federal Extension Service

Supervision of Extension Programs,

Marlys Richert and R. C. Clark, Wisconsin  
Extension Methods in Public Affairs, J. B. Kohlmeier, Purdue  
Personal and Family Finance, Louise A. Young, Wisconsin  
Extension Communications, M. E. White, Wisconsin  
Land Use Planning for Extension Personnel, R. J. Penn, Wisconsin  
Marketing and Utilization of Agricultural Products, Robert C. Kramer, Michigan State  
Development of Extension Programs, Gale VandeBerg, Wisconsin

### **Prairie View Agricultural and Mechanical College Prairie View, Tex., June 4-22**

Agricultural Communications, Joseph Bradford, Federal Extension Service  
4-H Club Organization and Procedures, Dewey Lantrip, Arkansas  
Rural Health Problems, Lucile Higginbotham, Georgia

Development of Extension Programs, O. B. Clifton, Texas

Extension Teaching Methods, Harlan Copeland, Federal Extension Service  
History, Philosophy and Organization of Extension Service, Kate Adele Hill, Texas



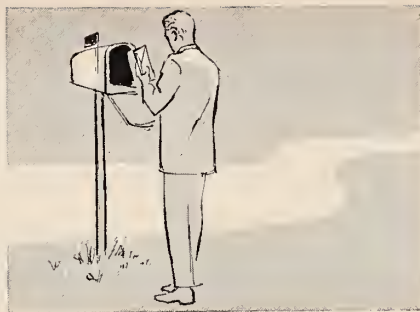
### **Cornell University Ithaca, N.Y., July 9-27**

Principles in the Development of 4-H Work, Russell Mawby, Michigan  
Extension Evaluation, Laurel Sabrosky, Federal Extension Service.

Farm Policy Education, K. L. Robinson, Cornell

Psychology for Extension Workers, Edward V. Pope, Federal Extension Service

Program Development in Extension Education, J. Paul Leagans, Cornell  
Special courses will be offered for foreign nationals.



*An agricultural agent  
with 17 years' experience asks*

## How Do I Stay Technically Proficient?

Dr. Randel K. Price  
Extension Education Specialist  
University of Arkansas

Dear Dr. Price:

How does one keep fully informed in a rapidly changing and highly technical agriculture? No doubt many of us "older" agents are confronted with this problem which causes me great concern.

Our farms are highly specialized and at the same time highly diversified. It is not uncommon for a grower to plant a half-dozen or more crops within a year, double and even triple-cropping some of his land. Intensified cropping tends to increase production problems.

Many vegetable crops are grown under contract with the processor or handler. Most processors have fieldmen who work with growers on production problems.

Broilers are raised under a similar arrangement with technical help provided by the integrated companies.

Because of these arrangements, many growers depend on company fieldmen for many types of technical information. Frankly, I feel that I must become more proficient to meet the demands of a more specialized farm audience.

How do I stay technically proficient—and fulfill my own desire to do a better job? In the early forties I began going back to the campus periodically for specialized courses. I'm presently enrolled in an extension course in public relations.

Most of my course work has been in the field of economics—farm management, cooperatives, farm marketing, etc. Economics is important and the courses I've taken have been helpful. But weed control practices, disease and insect control programs, improved varieties, and a host of other things are important, too.

Week-long inservice training courses are good, but can't go into detail. Professional journals are fine, but I find it difficult to read them all.

I hope I've acquainted you with my dilemma. What should I do? More of the same? More short courses? More inservice training? Read more? Or should I take time off and enter college again for an advanced degree?

Yours very truly,  
E. H. Pritchett, Jr.  
Crawford County Agent

## A Host of Opportunities

Dear Mr. Pritchett:

Today many agents find themselves in a situation similar to the one outlined in your letter. Every good extension agent is concerned about his own professional improvement. The question is, what program or combination of programs will be most beneficial to the individual?

The State Extension office and the

College of Agriculture realize that more opportunities must be provided for professional advancement. I will outline some possibilities that you and your supervisor can discuss. Then you can decide which can be most profitable to you.

About 85 Arkansas agricultural agents are working toward master's degrees in the General Agriculture Program. This program offers opportunities for agents to update themselves in subject matter. It is sufficiently flexible so that an agent may outline his program of study to suit his own needs. Many courses can be completed in short courses or summer sessions.

I note that over the years you have completed 15 hours of course work that might fit into this general program.

Several short courses will be offered during the next few months. Since this is a long-range and continuing program, additional subject matter short courses will be offered during the winter terms each year. Where desirable, these may be taken for graduate credit. But an agent does not need to be pursuing a degree program to enroll.

The courses which will be offered soon are: Economic Development Problems in the South, Beef Production, and Identification and Control of Plant Diseases.

Three and 6-week summer school plans here include courses in: Advanced Farm Management, Agricultural Cooperation, Economic Development Problems in the South, Principles of Extension Teaching, Principles of Experimentation (statistics), and subject matter courses in agronomy, animal industry, and other departments.

Though you did not specifically refer to extension methods training opportunities, I call some of these to your attention. The regional schools at Cornell, Wisconsin, and Colorado offer this type of training each summer. The University of Georgia and the University of Arizona offer 3-week winter programs. You will also recall that I teach a 3-week course each summer entitled Principles of Extension Teaching.

Numerous courses offered by gen-

(See Opportunities, page 23)



*A home agent with  
more than 16 years' experience needs*

## Aids To Reach Urban Homemakers



Miss Eunice Grady  
Assistant to State Home Demonstration

Agent in Training Program  
Florida State University

Dear Miss Grady:

Will you help me with a training problem of the Dade County home demonstration agents?

As you know, our county population—practically all urban or suburban—is expanding beyond belief. We home

demonstration agents may be missing the best opportunity for making ourselves known as an agency for practical education on family living by not appearing on television.

I would like to take a course that would give me a better understanding of TV and prepare me to put on acceptable programs. Perhaps then we could have a regular time on the local station.

This summer the University of Miami is offering a 3-week Institute of Television. Dr. Stanley Head, director for the Institute, has accepted me if I may enroll. Laboratory work will be done in the local TV studios, which should give me helpful contacts.

May I have your recommendation for this course as a substitute for a regular summer school course?

Sincerely,

Olga M. Kent

Dade County Home Demonstration Agent

## A Good Local Resource

Dear Miss Kent:

Your district home demonstration agent and I have discussed your letter about the television course. We agree that being able to do TV programs would help Dade County home demonstration agents reach homemakers you never would be able to see personally. Training in content and techniques of telecasting will certainly

make you feel more confident in presenting programs. It also should influence station managers favorably.

Our leave policy provides 3 weeks in-state time for study and professional improvement. I recommend that you take this television course and think you are taking advantage of a good local resource in doing so.

After you have completed the

course, I hope you will teach the assistant agents, so all of you can participate in programs. Let me know, after you have given TV programs for a while, what you are doing and how the course helped.

Sincerely,

(Miss) Eunice Grady

Assistant to State Home Demonstration Agent in Training

## Study Proves Its Value

Dear Miss Grady:

This is a delayed report on the Institute of Television which I attended and which benefited all of us.

The Institute proved to be a stimulating experience. The class of 16 people came from various places in the United States and represented almost every phase of television interests except engineering students.

Thirteen days were spent in the studios of WTVJ where we had lectures on every phase of television program

production. We worked in alternating teams so that in "dry runs" we had opportunities to man every post.

At that time there were only two stations in Miami. We toured their sending stations where the first two huge towers had been built. Now we have three regular commercial channels and the public school educational channel.

I have been a guest on each of these stations and have assisted with women's and 4-H girls' programs. At first, we were reluctant to request a regular program because of the preparation time it would take. But we have been on the air at least once a week for over 4 years. We take turns doing

programs of timely information aimed at newcomers.

We are introduced as home demonstration agents. Printed cards shown at the end of the program give the addresses and phone numbers of the Miami and Homestead extension offices. On about one-third of the programs we offer printed matter. Much of our mail comes from other counties.

Extension teaching lends itself superbly to television work. I know that the course at the University of Miami helped me understand how to present material. I have helped train the assistant agents and they do well on

(See Study Value, page 22)

*A district agent with  
31 years' experience seeks*

# Improved Ways to Work with People



Dr. Maynard C. Heckel  
State Training Leader  
Virginia Agricultural Extension Service

Dear Maynard:

During the past few years, a great deal of emphasis has been placed on the value of continuous training for extension workers so as to be able to cope with modern problems and to develop modern State and county programs.



District agents also find themselves in need of training to be able to effectively counsel agents under their supervision. There are several fields in which I feel that I need training.

Most pressing is the field of personnel management. I am not satisfied with my ability to stimulate and guide county workers. I am particularly interested in developing skills in working with young agents.

I am aware also of a need for training in public relations. A particular problem is creating the proper image of a modern extension worker and his responsibilities in the minds of the people with whom he works. Many problems are caused by lack of public understanding of Extension's role in total resource development.

I would appreciate help in gaining a better understanding of the evolution of Extension. This would include program content and methods used in involving people in extension program development and execution.

One of the great needs of all extension workers is better understanding of psychology and group dynamics. I could accomplish more as leader of

a district staff and in involving people in extension activities with more skill in this field.

Maybe a week-long seminar involving all district agents and a staff of discussion leaders and resource people would help.

Virginia district agents agree we could all be more effective with training in the fields mentioned. Your assistance will be greatly appreciated.

Yours very truly,  
G. H. Clark  
District Agent

## Behavioral Sciences

Dear G. H.:

Your point, placing emphasis on the importance of continuous training, is well made. I agree that supervisors as well as county workers need to develop an active plan for professional improvement.

All the areas of concern you outlined in one way or another relate to working with people. You have focused on the behavioral sciences including psychology, sociology, and social psychology. We all recognize that a majority of extension staff members lack basic training in these disciplines.

Since you have just completed 31 years of service with Extension, you are probably looking forward to retirement in the not too distant future. This should not suggest that you "tread water" for the next few years. But I feel it should be considered in planning your professional improvement.

Your years of experience are a decided advantage in seeking out and applying much of what is known about

working with people. You have demonstrated your abilities along this line.

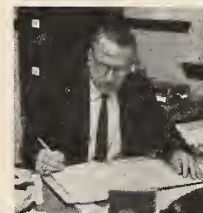
In view of your background and experience, I suggest you consider the following for your professional improvement.

**Planned Reading Program.** I know you do a great deal of reading. Attached is a suggested reading list. I have indicated those books and publications that relate to the specific areas outlined in your letter.

**Staff Seminars.** I have given a great deal of thought to organizing a monthly supervisory staff seminar. Consider the advisability of all supervisors meeting together once a month to discuss topics of mutual concern. "Local talent" here at VPI could be drawn on.

**Summer School.** Each summer, in connection with the regular Regional Extension Summer School, the University of Wisconsin offers a 3-week course in supervision. This would give you a chance to discuss mutual problems with other supervisors from across the country. It also would expose you to study and reading experiences in the areas of immediate concern as well as developing a greater

appreciation for the contributions of the behavioral sciences to your work. You might also review course offerings at other regional summer schools.



**USDA Graduate School.** Give some thought to correspondence courses offered by the USDA Graduate School. One offered in 1961-62, for example, is 201C Administration and Supervision—Basic Principles and Practice.

**Periodicals.** I am enclosing three periodicals you may be familiar with.

(See *Behavioral*, page 22)



*A State home economics leader with  
2 years' experience wants*

# Help in Evaluating County Work

Miss Josephine Pollock  
Assistant State Leader  
Home Economics Extension  
University of Wisconsin

Dear Miss Pollock:

During the past 2 years, I have faced many questions from agents. To obtain the best answers, perhaps I need additional training.

For example, I've recently had these questions from home agents. What are the home agent's responsibilities in resource development? How well do I teach? What are some new techniques I can use? How can I help people recognize their needs in family living? How well am I doing my present job and what can I do to improve? How can I keep adding new projects and reaching new audiences when present ones take all my time?

We are becoming increasingly aware that our home economics program must focus on the family in the community. Resource development and community improvement are being emphasized. I would like suggestions for further training in resource development and community improvement projects.

Last week while I was working with leaders of a home demonstration council, it became more apparent that some people do not recognize real needs. Working with people and helping them see needs is an area in which I am vitally interested. I would be glad to know what you suggest for additional training.

Every person desires to know "How am I doing?" Systematic evaluation of the results of teaching is needed. Do you have suggestions for additional training in this area?

If we're going to reach new audiences, we need to know about new teaching techniques. New ideas for visual aids, effective educational ex-

hibits, and use of mass media are specific methods in which I need information.

At present the areas suggested appear most urgent. This much seems to call for an additional year of training. At the present time, however, I do not wish to take leave for study. I know you will have some suggestions and I look forward to your letter.

Sincerely yours,  
Ava Marie Peterson  
Assistant State Leader  
Home Economics Extension

## Train on the Job

Dear Marie:

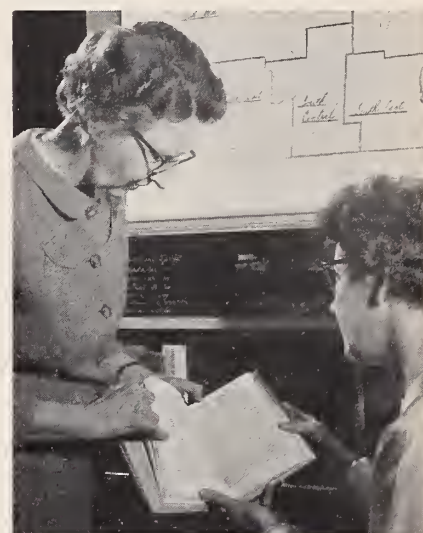
I was much interested in your letter about the problems you face in supervision. From my own observation and comments from agents and your co-workers, you are doing a grand job.

You asked for suggestions for additional training. Your undergraduate major is Home Economics Education

and your Master's Degree is in Co-operative Extension-Administration. You've had experience as a high school teacher, as a county home agent, and now you begin your third year as a supervisor.

For further training, why not right on the job? Here are my suggestions in relation to the questions you raised.

"What are the home agent's responsibilities in resource development?" Perhaps you got helpful suggestions at the symposium, *Defining Our Roles and Adjusting Our Workloads to Meeting the Challenge in Resource Development*, at annual conference. Staff meetings also offer opportunity for discussion of resource development by both men and women supervisors. Timely memos and other printed materials also will prove helpful.



Josephine Pollock, assistant State leader of home economics (left), guides Mrs. Marie Peterson in selecting reading matter which will help her train on the job.

Good teaching methods are certainly important. Much help is available. For example, Agricultural Journalism Department members offer help in use of mass media. The Bureau of Audio-Visual Instruction is a wonderful source of audio-visual aid.

You also can get much information in the University Library, particularly the periodical room. Suggested reading lists are available at my office.

As to helping people recognize their needs, why not ask Dr. Gale Vandenberg, assistant director-program plan-  
(See *Train on Job*, page 22)



*A specialist with  
1 year's experience seeks*

## Understanding of Human Relations



Dr. Ernest W. Anderson  
Leader, Extension Education  
University of Illinois

Dear Dr. Anderson:

I have been extension specialist in soil and water conservation since November 1960. During this time I have encountered many problems different from those of my previous positions as vocational agriculture teacher, assistant county farm adviser, and county farm adviser.

My educational background includes a B. S. and a Master of Education. Both degrees are from the University of Illinois.

One of my responsibilities is as liaison between organizations and individuals in other agencies and groups allied or associated with soil and water conservation work. To do this effectively, it is necessary to develop skills and insight in human relations. Broad understanding of technical needs and contact with all university departments concerned with soil and water conservation are also essential.

Have you suggestions for additional educational experiences that should help me better meet new problems? I realize how important technical subject matter is in soil conservation, but

improving the working relations and interactions of different groups is my greatest challenge.

I need help in answering questions, such as: Why don't farmers adopt conservation plans faster? How can we get more conservation practiced on the land? How do we do effective program planning?

I would appreciate your reactions and suggestions concerning ways of handling this situation.

Yours very truly,  
Robert D. Walker, Specialist  
Soil and Water Conservation

## Social Sciences Will Help

Dear Bob:

You show a keen awareness that we operate in the emotional or psychological forces of human behavior when we, as teachers and leaders, try to develop understanding and acceptance of technical information.

Your statements concerning your educational needs remind me of something an assistant director in another State once said: "I can't recall a single case of any of our extension people being fired because of a lack of technical knowledge. But we have lost quite a few because they couldn't get along with people."

Neither of us would depreciate the importance of superior technical information to the professional education of an extension specialist. But if we cannot help another person understand what we know, we are almost useless as a teacher-specialist.

This was recognized by extension administrators when they organized the Regional Summer and Winter

Schools for extension workers. These regional schools have courses to help people with problems similar to yours. An additional educational advantage in these schools is the opportunity to exchange opinions and experiences with people of similar backgrounds.

Helpful formal courses on this campus include psychology, social psychology, sociology, business administration, personnel management, and adult education. You can find answers to many of your questions concerning human relations and the diffusion process in these social science areas.

As you study the psychology of learning, you will learn why people are slow in changing their attitudes and habits. Social psychology and sociology will give additional insight into the social forces which govern people's behavior.

As you relate the principles of the social sciences to your work, you will see many close relationships. For ex-

ample, what we call extension program planning is closely related, in terms of principles, to educational curriculum planning.

You may want to take courses and explore areas of interest that might challenge you to go on for a doctor's degree. You might investigate the possibilities of a degree in adult education. In such a program, you might be able to minor in technical courses related to soil conservation.

Some College of Agriculture faculty members are interested in improving their skills as teachers. You are welcome to join this group in their informal seminars. We are also organizing a seminar of extension administrative personnel. You can give us some good direction by bringing your problems before this seminar.

I hope these suggestions are helpful to you. I am glad you appreciate the importance of what the social sciences can teach us. It is our responsibility to apply the principles to the working situations in Extension.

Yours very sincerely,  
Ernest W. Anderson  
Leader, Extension Education



*A specialist with  
20 years' experience faces*

## Changing Audiences

Miss Fanchon Warfield  
Leader, Extension Training  
Ohio State University

Dear Miss Warfield:

In looking forward to study leave, I have given much thought to some areas in which I need additional training. I've been in the family life field over 20 years and a specialist here in Ohio for 16. Tremendous changes during these years have brought continuing challenges.

There are changes in every facet of our work. Several are of particular interest to me and seem to have importance in our work. Let me review these changes briefly.

Our people seem to be less community or neighborhood oriented. Suburbanites and rural dwellers are ranging farther afield for church and school affiliations, recreation, and social life.

Changes in the life cycle and family cycle patterns are resulting. Young married people are having their children over a shorter span of time. This produces an extended "middle marriage" period for adult couples in the prime of life.

We have a longer life span. We also are developing a two-stage senior citizens groups—recently retired but active persons (often couples) and truly elder citizens (often widows).

Today young people must make important decisions during adolescence in regard to education, vocation, military service, and marriage. Parents of these young men and women are searching for effective help and guidance.

In addition to these changes which keep us constantly learning and

studying, we are moving into new approaches in Extension's work with people. As we do, we will expand our contacts with different groups. Value systems and goal orientation are deeply rooted in our background and experience. Effective communication depends on understanding and appreciation of these differences.

I feel that keeping up-to-date with subject matter and methods of communication is a continuous process. In terms of possible study areas, I would give priority to: differences and similarities in socio-economic groups, analysis of the adjustments and challenges presented by the present and projected picture of the family life cycle, counseling with youth and parents, and adjustment needs for the senior years.

Your suggestions for an effective professional improvement program contributing to these needs will be greatly appreciated.

Sincerely yours,

Lucile Pepoon

Extension Specialist, Family Life  
and Child Development

## Many Avenues

Dear Lucile:

The thought and time devoted to your study plans reflect your desire to continually gain better understanding in your field.

To effectively put across our subject and help people adjust to rapid change, we must re-examine the methods and techniques we've been using, and perhaps add new ones.

I feel the priority ratings you placed on the needs in your area could be met in several ways.

**Communications:** Review the communications offerings from various universities. As a followup to our

State communications workshop, this would give you an opportunity to delve deeper into particular interest areas and gain further skill and experience.

**Family life cycle:** You attended the Human Development-Human Relations workshop in 1953 but you may want to pursue this area further. Understanding of human relations is vital to effective extension programs.

Workshops and institutes in family life are scheduled regularly in other States. You might wish to look into what they are offering.

**Socio-economic groups:** Many social agencies have programs for senior citizens. Staff members from some of these agencies contributed to a series

of telecasts presented this summer by the home economics agent in Cleveland. You might like to visit and observe programs of some of these groups.

You also could register at Ohio State University for a special problem, set up your objectives and the procedures for an evaluation study, and receive credit for your work.

**Counseling:** Parent education programs at the University of Chicago might interest you.

**Research:** As you know, it is almost impossible to keep up-to-date on the research in family life and child development. An intensive study of research in your area would be interesting and worthwhile.

Your careful review of the many changes in your subject matter area has opened many avenues to increase your professional competence. My best wishes to you in your studies.

Sincerely yours,

Fanchon Warfield

Leader, Extension Training





## STUDY VALUE

(From page 17)

their own. Personal sincerity is important on television.

We have improved our techniques by criticizing one another. We use a receiver in the Miami office to monitor each other's programs.

In the past 4 years our telephone calls increased 50 percent. This is at least partly due to being better known through television programs.

My study in the Institute of Television has certainly proved its value—in personal satisfaction and expansion of the county home demonstration program.

Sincerely,

Olga M. Kent

Dade County Home Demonstration Agent

## BEHAVIORAL

(From page 18)

Adult Leadership, Personnel Journal, and Supervision are examples of periodicals not oriented toward Extension but with content applicable to problems in extension supervision.

Recognition of the need for continuous professional improvement is really important. Once you see the need, there are many ways you can go about satisfying it.

Best regards,

Maynard C. Heckel  
Training Leader

## YOUR PEN AND PAPER

(From page 3)

teaching function assigned to us. In a county assignment, we have to show that we can make personal contacts with lay people and be accepted by them, interpret scientific information in a good demonstration or talk, write news articles, and otherwise carry on the job.

● *Achieving team status.* Close on the heels of the first task, we must learn to picture ourselves as members of a team. We must begin to identify ourselves mentally with other phases of extension work. We must recognize our obligation to develop understanding and appreciation for the work of others on the team. We must get a feeling for "our" program, "our" results.

● *Achieving organization-mindedness.* In the third task, we take a

step back out of the main spotlight and learn to work through others in cooperative organization. We adjust to allow leaders "to learn by doing," to do their own thinking. We learn to give guidance but not direction, to draw people out, not tell them what to do.

● *Becoming management-conscious.* Closely allied to the previous career tasks is becoming management conscious. Under the growing job pressures, we may lose control of our management skills. Yet, training could help us learn to analyze the whole job, decide on important things to do, set up systematic procedures for meeting different sorts of demands, attack each job directly, and marshal resources. This requires a knowledge of management, but even more, a belief that we are decision-makers.

● *Achieving a professional attitude.* As a fifth task, we must become truly professional in attitudes. We must seek ways to contribute to our profession as well as to gain from it. We must meet personally the requirements of a profession, such as: a long period of specialized preparation, a code of ethics, high work standards, willingness to accept responsibility, and participation in a self-administered professional organization. To be truly professional, we must search continually for the better way.

● *Making way for replacement.* The last career developmental task may be making way for one's own replacement. It requires us to "move over" and watch someone else do "our" job in a different way. We not only learn to give over parts of the job but make the way smoother for those who are to follow.

Do all these leadership needs and career tasks seem insurmountable? No one person can master all the knowledge and skills useful in an extension program. But this does not release us from starting somewhere.

Perhaps some of us find our chief problem is not knowing where to begin. Want advice or counsel? Help is as near at hand as your pen and paper.

Those who have recently undertaken some form of professional improvement, college advisers, directors, supervisors, State leaders of training, your family have advice or counsel

for you. It is yours for the asking. Of course, it takes a willingness to listen.

Improvement of oneself is a very personal matter, but it releases our own powers of analysis if we ask someone to think the thing through with us or use a questioning approach to help bring out our own thinking. But it is self evaluation that must trigger improvements.

## TRAIN ON JOB

(From page 19)

ning, for assistance? He may be willing to work with you trying out specific approaches and procedures in two or three counties.

Course work in social psychology has given you background for helping agents. If you wish more work in human relations, the course, Social Behavior Dynamics might be helpful. Perhaps you can work it into your schedule or plan ahead for summer school.

How can you know how well agents are doing and what they can do to improve? Nothing takes the place of planned, systematic, unhurried supervisory visits to a county. Records of each visit can be a basis of comparison at later visits and a means of clarifying or pinpointing your observations.

Real proof of an agent's ability is the progress made in the county program. This must be judged in relation to specific county situations. The evidence is found in long-time program evaluation.

Since you took a course in personnel management, summaries of new studies have become available. These should be useful to you.

Agents ask, "How can I keep adding new projects and reaching new audiences?" To answer this, systematic evaluation of the county program is necessary.

In September 1960, we had a 3-day workshop on evaluation and set certain goals. In May 1961, we evaluated what we had done to date, reviewed the role of the supervisor in training agents how to evaluate, and made recommendations. Maybe you can think of new ways to put some of the ideas to work.

In addition to working on these recommendations, why not make a study





Four outstanding home demonstration agents, one from each Extension Service region, are shown receiving their \$1,500 Pfizer fellowship awards. The awards were presented at the 27th annual meeting of the National Home Demonstration Agents' Association in Boston in October. The winners (left to right) are: Margaret F. Morton, Knoxville, Tenn.; Mrs. Caroline W. Schnably, Weston, W. Va.; Mrs.

Dorris Roy, McMinnville, Ore.; Alga D. Weaver, New Philadelphia, Ohio. The awards were presented by Herbert L. Schaller, manager of agricultural public relations for Chas. Pfizer & Co., Inc. These fellowships make it possible for home agents to pursue professional training through graduate study, travel or both.

in one of your counties? This can form a basis on which future program progress can be measured. The training staff can help you in this project.

I'm glad you are actively interested in continued study.

Sincerely yours,  
Josephine Pollock  
Assistant State Leader  
Home Economics Extension

## MANY AVAILABLE

(From page 11)

ships to help field staff members secure advanced training in the field of their choice. In addition, the department of economics and sociology has a limited number of teaching and research assistantships which might interest you.

I hope I have indicated some of the opportunities available. Perhaps we could discuss this in more detail in the near future.

Sincerely yours,  
Roger L. Lawrence  
Extension Specialist, Training

## OPPORTUNITIES

(From page 16)

eral extension also can be useful to agents.

Now let's look at some of the planned noncredit opportunities. A 4-day inservice program on Economic Development and Social Improvement is planned for January 1962. Also in 1962 we will be holding area training conferences. These meetings deal with specific subject matter and usually involve a two to four county area. This is an excellent opportunity for you to request the specific subject matter training you need.

Courses and training meetings, Experiment Station visiting days, conferences with research workers and extension specialists, professional journals, and other reading can be combined into a planned professional improvement program.

The real answer to your question about staying technically proficient may be that we must never stop

learning. We must recognize our problems and regularly take advantage of training opportunities.

Sincerely yours,  
Randel K. Price  
Extension Education Specialist

## Publications Inventory

The following new titles should be added to the Annual Inventory List of USDA Popular Publications. Bulletins that have been replaced should be discarded. Bulk supplies of publications may be obtained under the procedure set up by your publication distribution officer.

- F 2170 Roofing Farm Buildings—New (Replaces F 1751)
- F 2171 How to Control a Gully—New (Replaces F 1813)
- F 2172 Moldboard Plows—New (Replaces F 1690)
- F 2193 Farm Fences—New (Replaces F-1832)
- F 2176 Raising Dairy Calves and Heifers—New
- L 498 White Clover for the South—New



## Our DAILY BREAD

**A**LMOST everybody eats bread or other grain products. The chances are you had bread or cereal this morning for breakfast.

U. S. citizens consume about 150 pounds of bread and cereals per person each year. In a nationwide survey, 97 percent of the families interviewed reported that they ate bakery bread.

### *Variety Available*

One reason behind the popularity of grain products is the variety of flavors and forms available.

Cereals made from wheat, corn, rice, or oats can be found in flakes, puffed grains, letters, doughnut, or biscuit shapes. These ready-to-eat cereals were an American innovation. Home-cooked cereals, common to American breakfasts since colonial times, are still popular.

The same grains are also found in bread, sweet rolls, biscuits, doughnuts, corn bread, and crackers. Crackers are made not only from various grains, but with different added flavors—



cheese, poppy or caraway seeds, bacon, garlic, onions, etc.

For busy, modern homemakers, breads are available in different stages of preparation. Biscuits that pop out of cans, partly baked rolls, frozen dough that is ready-to-bake, and bread and cake mixes answer consumers' demands for convenience.

### *Improved Food Value*

Today's bread and cereal are not only more convenient, but more nutritious.

Many cereals have small amounts of thiamine, riboflavin, and niacin added. Some new concentrated cereals contain up to 10 times the thiamine and riboflavin and 35 times the niacin in the original grain.

These three nutrients are essential to healthy nerves, skin, vision, and appetite. The U. S. Daily Food Guide recommends at least four servings of whole grain or enriched bread or cereal per person each day.

All cereal grains have high nutritive value. Calories per ounce are al-

most the same for all cereals. Grain products are among the cheapest sources of nutrients.

Scientific enrichment with iron and vitamins has improved the nutritional quality of white bread. When milk solids, nonfat; soya flour; wheat germ; and similar products are incorporated in bread or cereals, the food gains added value.

Through agricultural research, grain products have been greatly improved. Research has enabled farmers to produce more and better quality foods.

Yet the farmer receives only a fraction of what consumers pay for foods. For example, the farmer gets only 2.3 cents for the corn in a 26-cent box of corn flakes or the wheat in a 20-cent loaf of bread.

### *Less Real Cost*

All these production, nutritional, and convenience improvements are available to consumers at less "real cost." Research has helped give consumers more for their food dollars.

In 1940 for example, an hour's factory work bought 8 loaves of bread. An hour's work bought 9½ loaves in 1947. And in 1960 a worker could buy 10 loaves of bread with an hour's wages.

Grain products furnish many of the nutrients needed for good nutrition, conveniently, and at reasonable cost. Our daily bread is indeed a nutritious, convenient, and economical food.

Are you telling America's greatest success story—the story of agriculture—to nonfarm groups in your area? This is No. 9 in a series of articles to give you ideas for talks, news articles, radio and TV programs, and exhibits.